Title of Session: "What is the Museum's Role in Next Generation Learning?" Presenters: Michelle Harrell and Jill Taylor, North Carolina Museum of Art

Date: August 4, 2015 (10:15-11:45)

Goals of session

- 1. Engage participants as stakeholders in the Museum's planning process for next generation learning
- 2. Model approaches for collaboration using the design thinking protocol in their own work.



ASK Phase

During the ASK phase of this planning grant, the project team identified several groups of stakeholders to discuss guiding questions. Groups included Collaborative Planning Team members (educators and administrators from Triangle and beyond), NCMA Education Staff, NCMA Board of Trustees Education Committee, representatives from NCMA staff-at-large, representatives from arts councils and the Department of Public Instruction, NCMA docents, and educators participating in an #NCed twitter chat. Through these conversations, we learned:

Top 4 Teacher Needs

- Time (saving time, time management, classroom models to individualize learning).
- Professional Development (new technology, standards, curricular integration, acting as a facilitator, differentiation)
- Collaborators (other teachers, community partners, museum)
- Proof (Research, data, advocacy, awareness, teacher performance measurements/analysis of student work, alternative assessments)

Top 4 Student Needs

- Play/Experimentation (Hands-on, creativity, alternative learning spaces, maker spaces)
- Authentic opportunities to demonstrate learning (mastery, formative, project-based)
- Real-world skills (soft skills, project-based, career readiness, making, collaboration, communication, creativity, critical thinking, problem-solving, planning and organizing)
- Engagement (individualized, student-centered, student-directed, mindset, participatory)

What's next?

We will develop and prototype programs to address these needs.

Upcoming Dates

October 10, 1pm: Live Chat about Next Generation Learning. To participate, join the google hangout at <a href="https://doi.org/bit/bit/91/2016/bit/91/91/2016/bit/91/2016/bit/91/2016/bit/91/2016/bit/91/2016/bit/91/91/2016/bit/91/2016/b

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